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ABSTRACT

This annotated bibliography of material from the ERIC database presents 37 annotations on the topic of outcome-based education. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

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ED 376 446

Outcome-Based Education

1989-1992

Citations and Abstracts from the ERIC Database

Nov. 1992
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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED341119
AU: Nyland,-Larry; Tesch,-Stephanie
TI: **Developing Quality Organizations through the Process of Ongoing Assessment.**
PY: [1991]
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: For the past 3 years, Pasco (Washington) School District has been implementing Outcome-Based Education (OBE), a nationally validated school improvement process developed by John Champlain. OBE posits that all kids can learn, and learn well, those concepts schools identify as critical to learning. During the 1989-90 school year, Pasco conducted a formal research study to assess the first 3 years of its OBE implementation process. Instruments were developed to measure success indicators in five specific exit outcomes (self-esteem, thinking skills, process skills, self-directed learning, and concern for others) for grade levels 3, 6, 9, and 12. In addition, three inventories were developed to assess staff acceptance of the OBE improvement process. Initial conclusions showed that investment of time and money paid off. Staff showed high commitment to the "all kids can learn" goal. Time to process new information was the biggest contributor to changing beliefs. Teacher skills were beginning to grow, and student indicators showed a definite need to continue improvement efforts. Student feelings of success declined in all areas from grade 3 to grade 12, especially in self-esteem; the researchers attribute this decline to past practices. Areas deserving greater attention include staff expectations, community support, time for training and teaming, and student and staff feelings of efficacy. Pasco also learned some valuable lessons regarding the assessment process. (6 references) (MLH)

AN: EJ434409
AU: Champlin,-John
TI: **A Powerful Tool for School Transformation.**
PY: 1991
JN: School-Administrator; v48 n9 p34 Nov 1991
AB: The Outcomes-Driven Developmental Model, the centerpiece of the National Center for Outcome-Based Education, is the only system of total organizational change operating in schools today. The National Center is committed to educational success for every child through creating school environments empowering every individual to achieve excellence. Program components are described. (MLH)

AN: EJ434408
AU: Nyland,-Larry
TI: **One District's Journey to Success with Outcome-Based Education.**
PY: 1991
JN: School-Administrator; v48 n9 p29,31-32,34-35 Nov 1991
AB: Despite serving growing numbers of at-risk students, Pasco (Washington) School District has been transformed through outcome-based education into a district widely recognized for quality. Pascoe's OBE process demanded a school vision and mission statement; intensive teacher retraining; implementation of mastery learning, reality therapy, and teacher teaming goals; and focus on outputs. (18 references) (MLH)

AN: EJ432790
AU: King,-Jean-A.; Evans,-Karen-M.
TI: **Can We Achieve Outcome-Based Education?**
PY: 1991
JN: Educational-Leadership; v49 n2 p73-75 Oct 1991
AV: UMI

AB: Outcome-based education is rooted in earlier ideas, such as Tyler's objectives, Spady's outcomes, Glaser's criterion-referenced measurement, Bloom's mastery learning, 1970s accountability concerns, and the 1960s competency-based education movement. Minnesota's experience suggests various practical implementation challenges concerned with curriculum development, instructional implications, appropriate measurement, and staff development. (19 references) (MLH)

AN: EJ432789
AU: Spady,-William-G.; Marshall,-Kit-J.
TI: **Beyond Traditional Outcome-Based Education.**
PY: 1991
JN: Educational-Leadership; v49 n2 p67-72 Oct 1991
AV: UMI
AB: Transitional outcome-based education lies in the twilight zone between traditional subject matter curriculum structures and planning processes and the future-role priorities inherent in transformational OBE. Districts go through incorporation, integration, and redefinition stages in implementing transitional OBE. Transformational OBE's guiding vision is that of competent future citizen. A sidebar summarizes key OBE principles. (MLH)

AN: EJ431182
AU: Guskey,-Thomas-R.; And-Others
TI: **The Thorpe Gordon School: A Model for Improvement.**
PY: 1991
JN: Principal; v71 n1 p36-38 Sep 1991
AV: UMI
AB: As a Missouri school's experience shows, mastery learning and cooperative learning can produce more positive results when applied together than when used separately. An agenda for success depends on a strong mission statement, parent involvement, and teacher teams to develop corrective and enrichment activities. (five references) (MLH)

AN: ED336846
AU: Picus,-Lawrence-O.
TI: **Using Incentives To Stimulate Improved School Performance; An Assessment of Alternative Approaches.**
PY: 1991
NT: 42 p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Williamsburg, VA, March 1991).
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: Policymakers view incentives as being more effective in ensuring local compliance with state reform goals than the mandates and sanctions used in the past. Also, voluntary compliance is seen as "morally superior" to coercion. This paper describes alternative incentive options available to policymakers and delineates the circumstances under which each would be effective in achieving state policy goals. Two general incentive categories are described: (1) incentives built into a state's education finance formula and designed on the basis of intergovernmental grant theory and (2) state financed incentives provided directly either to districts or to individual schools and designed to spur specific actions or outcomes. In the first section, traditional grant models are examined, and the expected effects of general and categorical grants on school district spending are described. Matching grants are also discussed. The second section analyzes specific state-financed incentive programs directed toward districts or individual schools. The third section summarizes findings and discusses implications for school finance policy. Although incentives were successful in increasing instructional spending, there is no clear evidence that related gains in student performance result.

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Rewarding outputs is generally more effective than rewarding inputs. (40 references) (MLH)

AN: EJ429355
TI: **The Criteria for Outcome-Based Education.**
PY: 1991
JN: Outcomes; v10 n1 p5 Spr 1991
NT: Network for Outcome-Based Schools, Johnson City Central Schools, 666 Reynolds Road, Johnson City, NY 13790.
AB: Presents nine standards for schools aspiring toward outcome-based education (e.g., there should be a collectively endorsed mission statement, clearly defined exit outcomes, a tightly articulated curriculum framework, an ongoing system of program improvement, and systems of instructional decision making and delivery and instructional organization and delivery). (SM)

AN: ED335368
AU: King,-Jean-A.; Bosma,-John
TI: **After One Year: Implementation Issues for Ten Transformational R&D Sites.**
CS: Minnesota State Dept. of Education, St. Paul. Office of Educational Leadership.
PY: 1991
NT: 39 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: The Office of Educational Leadership (OEL) of the Minnesota State Department of Education initiated a project to develop and examine the effects of processes designed to transform schools into structures that assure that all students learn. In September 1989, 10 Research and Development (R&D) project sites received grants from the OEL. The implications for the change process drawn from baseline data collected during the first year of project activities are presented. The implications fall into three broad categories: (1) the Minnesota context for educational change; (2) the change itself; and (3) the change process. Perceived changes affecting educational transformation include changes in communities, families, students, and schools. More specifically, issues that require consideration in the Minnesota context include: the community milieu; attitudes and abilities of teachers; student needs; and needed changes in the curriculum. Many school personnel are confused about aspects of the change itself, notably the concept of outcome-based education. For the change process to be successful, a collegial management style sensitive to the competing priorities in the schools must be developed. Results of the baseline studies have convincingly demonstrated the potential of the R&D projects for educational transformation. An appendix lists 18 outcomes explored by a workshop on the OEL Project. (SLD)

AN: ED333551
TI: **Restructuring Education in North Carolina: A Synthesis of Eight Education Reform Reports.**
CS: North Carolina State Dept. of Public Instruction, Raleigh. Div. of Development Services.
PY: 1991
NT: 112 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
AB: Recently, eight reports have been released that deal with restructuring education in North Carolina. These reports were issued by the State Department of Public Instruction, the Task Force on Excellence in Education, the Middle Grades Task Force, the Tar Heel Association of Principals/Assistant Principals, the Governor's Commission on Workforce Preparedness, North Carolina Citizens for Business and Industry, the Public School Forum of North Carolina Rural Initiative Study Group, and the North Carolina Association of School Administrators Division of Superintendents. Although the reports differ, two themes predominate: (1) there should be high expectations of all students, accompanied by a strenghtened curriculum; and (2) there should be a

focus on student outcomes as a means of evaluating the state's educational system and becoming accountable to the public. Other emergent themes include decentralized decision making and the flexibility to achieve it, closer school-business-parent partnerships, and increased investment in staff through better salaries and training. Recommended policy changes range from changes in certification standards to changes in school finance designed to ensure a basic education for every child. The appendices contain a listing of recommendations by report. (Author/MLH)

AN: ED330048
TI: **The Congruence between Instructional Support Services and Core Classroom Programs: Regent's Policy Paper.**
CS: New York State Education Dept., Albany. Office of School Improvement Grants Management and Compliance.
PY: 1990
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Fragmentation in the learning process occurs when support programs evolve into self-contained instructional systems and lose sight of the original goal of improving performance in the core classroom program. The lack of planned coordination of instructional objectives results in "cognitive confusion" for students. The New York State Board of Regents has worked with school district personnel to develop a "congruence" process to ensure integration of support services and core programs for students falling behind at school. The congruence process focuses on aligning curriculum and instruction (articulation) and cooperative planning between classroom teachers and professional support staff (coordination). This policy paper formally adopts the congruence process and recommends specific strategies for ensuring shared student learning outcomes and ongoing coordination and articulation among all support services and classroom developmental programs. Three appendices contain 8 legal citations, assorted research findings, and 18 references. (MLH)

AN: ED329364
AU: Erickson,-Wayne; And-Others
TI: **Outcome-Based Education. A Minnesota Vision.**
CS: Minnesota State Dept. of Education, St. Paul. Div. of Instructional Effectiveness.
PY: 1990
NT: 37 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
AB: Designed to further the movement of Minnesota's schools toward an outcome-based system, this publication offers: (1) a definition of outcome-based education (OBE); (2) a brief history of Minnesota's involvement in the development of OBE; and (3) a set of terms and definitions for OBE in Minnesota. In addition, the document describes OBE as envisioned by Minnesota's Legislature, State Board of Education, and Department of Education. Concepts defined and discussed include learner goals, program outcomes, concept outcomes, essential learner outcomes, course grade outcomes, unit outcomes, lesson outcomes, graduation requirements, assessment and feedback, statewide testing, the test item bank, and instruction. Concluding discussion concerns instructional planning, implementation, and evaluation. (RH)

AN: EJ426423
AU: Kulieke,-Marilynn-J.
TI: **Assessing Outcomes of Significance.**
PY: 1991
JN: Outcomes; v9 n4 p25-29 Win 1990-91
NT: Published quarterly by the Network for Outcome-based Schools, Johnson City Central Schools, 666 Reynolds Road, Johnson City, NY 13790

AB: Discusses assessment in education, examining how the current desire to assess outcomes of significance can be incorporated into an outcomes assessment system. Assessment characteristics and how assessment fits into an outcome-based educational system are explored. (SM)

AN: EJ426422
AU: Fitzpatrick,-Kathleen-A.
TI: **Restructuring to Achieve Outcomes of Significance for All Students: A Progress Report from Township High School District 214.**
PY: 1991
JN: Outcomes; v9 n4 p14-22 Win 1990-91
NT: Published quarterly by the Network for Outcome-based Schools, Johnson City Central Schools, 666 Reynolds Road, Johnson City, NY 13790
AB: Presents a progress report of Illinois Township High School District 214's effort to advance the restructuring agenda of its schools' outcome-based education. Steps involved in planning and developing the outcome-based education program are provided along with an overview of implications of restructuring to achieve outcomes of significance for all students. (SM)

AN: EJ424481
AU: Smith,-Sarah-J.
TI: **Outcome-Based Education and the Gifted Learner: Theory, Practice, and Challenges.**
PY: 1991
JN: Gifted-Child-Today-(GCT); v14 n1 p52-56 Jan-Feb 1991
AV: UMI
AB: This article describes outcome-based education (OBE) as a reform movement to develop high interest curricula, personalize learning, and develop climates favorable to student learning. Components concerning outcome identification, alignment of outcomes to processes, instructional design, and evaluation are discussed. OBE outcomes, instruction, and evaluation are then applied to education of gifted students. (PB)

AN: EJ422839
AU: Wallman,-Dwillis-G.
TI: **Relating Theory to Practice: Instructional Leadership and the Principal.**
PY: 1991
JN: Journal-of-School-Leadership; v1 n1 p87-90 Jan 1991
NT: Available from Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604.
AB: The major problem for principals using the outcomes-based paradigm is convincing teachers that outcomes are the appropriate criteria for judging effectiveness. Although risking teacher backlash, the principal as instructional leader has the opportunity to provide a climate where everyone is both a learner and a teacher. Includes five references. (MLH)

AN: EJ421344
AU: Wiggins,-Grant
TI: **Standards, Not Standardization: Evoking Quality Student Work.**
PY: 1991
JN: Educational-Leadership; v48 n5 p18-25 Feb 1991
AV: UMI
AB: The only way to improve schools is to ensure that faculties judge local work using authentic standards and measures. Concrete benchmarks are needed that obviate both eccentric teacher grading and simplistic standardized testing. A school has standards when it adopts high, consistent

expectations of all learners in all courses. Includes 11 references. (MLH)

AN: EJ418155
AU: Darling-Hammond,-Linda
TI: **Achieving Our Goals: Superficial or Structural Reforms?**
PY: 1990
JN: Phi-Delta-Kappan; v72 n4 p286-95 Dec 1990
AV: UMI
AB: President Bush and the nation's governors have proposed that by 2000, all children will leave grades 4, 8, and 12 with demonstrated competency in challenging subject matter and use of their minds. This article discusses the improvements needed in curriculum and testing, teachers and teaching, and school superstructures. Includes 39 references. (MLH)

AN: EJ418139
AU: Rhodes,-Lewis-A.
TI: **Beyond Your Beliefs: Quantum Leaps toward Quality Schools.**
PY: 1990
JN: School-Administrator; v47 n11 p23-26 Dec 1990
NT: Single issues are available from Order Fulfillment, American Association of School Administrators, 1901 N. Moore Street., Arlington, VA 22209 ($2.00).
AB: W. Edwards Deming's concepts offer an integrated approach to quality schooling. Three barriers must be overcome: fear of industrial models, poor knowledge of workers and work processes, and unquestioned beliefs. Instead, educators must develop community understanding and commitment, establish business-education partnerships, and manage schools as adult learning systems. Tips for superintendents are given. (MLH)

AN: EJ416462
AU: Rhodes,-Lewis-A.
TI: **Why Quality Is within Our Grasp ... If We Reach.**
PY: 1990
JN: School-Administrator; v47 n10 p31-34 Nov 1990
NT: Single issues are available from Order Fulfillment, American Association of School Administrators, 1901 N. Moore Street., Arlington, VA 22209 ($2.00).
AB: Today's calls for school restructuring demand a greater response than piecemeal tinkering. The impetus for total organizational change started over 30 years ago in Japan as industrial leaders adapted W. Edwards Deming's beliefs and strategies concerning psychology, systems, perceptual theoretical frameworks, and causes of variation. Quality results are needed in schools. (MLH)

AN: EJ413235
AU: Steere,-Daniel-E.; And-Others
TI: **Outcome-Based School-to-Work Transition Planning for Students with Severe Disabilities.**
PY: 1990
JN: Career-Development-for-Exceptional-Individuals; v13 n1 p57-69 Spr 1990
AV: UMI
AB: A transition planning process that focuses on quality-of-life outcomes is presented. The process, which views employment not as an outcome but as a vehicle for the attainment of quality of life, involves six steps: orientation, personal profile development, identification of employment outcomes, measurement system, compatibility process, and evaluation. (JDD)

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AN: EJ405196
AU: Sambs,-Charles-E.; Schenkat,-Randy
TI: **One District Learns about Restructuring.**
PY: 1990
JN: Educational-Leadership; v47 n7 p72-75 Apr 1990
AV: UMI
AB: Restructuring jelled for Winona, Minnesota, schools while staff struggled to meet two major tenets: (1) all students can succeed; and (2) schools control the conditions of success. Instituting site-based management and a vision statement was not enough. Steps were taken to communicate the vision, develop successful pilot projects, and empower staff. Includes 12 references. (MLH)

AN: EJ405195
AU: Vickery,-Tom-Rusk
TI: **ODDN: A Workable Model for Total School Improvement.**
PY: 1990
JN: Educational-Leadership; v47 n7 p67-70 Apr 1990
AV: UMI
AB: New York's Johnson City Central School District adopted the teacher support. Includes seven references. (MLH)

AN: EJ405151
AU: Finn,-Chester-E., Jr.
TI: **The Biggest Reform of All.**
PY: 1990
JN: Phi-Delta-Kappan; v71 n8 p584-92 Apr 1990
AV: UMI
AB: Inspired by Thomas S. Kuhn's book "The Structure of Scientific Revolutions," this article redefines education. Under the old conception, education was viewed as a process and system, or an effort and intention. Education as newly defined changes the emphasis from inputs to outcomes. Only if the process succeeds will education have truly happened. Includes 15 references. (MLH)

AN: EJ403790
AU: Weldy,-Gilbert-R.
TI: **Stronger School Transitions Improve Student Achievement. A "Bulletin" Special.**
PY: 1990
JN: NASSP-Bulletin; v74 n523 p60-73 Feb 1990
AV: UMI
AB: "Strengthening School Transitions for Students K-13," conceived and sponsored by NASSP and other organizations, was a project helping seven demonstration school districts address student transition problems. This article summarizes program accomplishments, critical transition points, and keys to success and describes each demonstration project. (MLH)

AN: EJ403782
AU: Herman,-Jerry-J.
TI: **Action Plans to Make Your Vision a Reality.**
PY: 1990
JN: NASSP-Bulletin; v74 n523 p14-17 Feb 1990
AV: UMI
AB: After principals have involved all stakeholders in developing a school mission and identifying

critical success factors, the planning team must analyze strengths, weaknesses, opportunities, and threats within and outside the school; establish strategic goals (outcomes) to support the future vision; and develop objectives and target dates. Includes four references. (MLH)

AN: ED325539
AU: Murphy,-John-A.
TI: **Improving the Education of At-Risk Students. A System of Checks and Balances.**
CS: Prince George's County Public Schools, Upper Marlboro, Md.
PY: 1990
NT: 16 p.; Paper presented at the International Conference on the Effective Education of At-Risk Children and Youth (Washington, DC, February, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: During the last five years, the Prince George's County (Maryland) public school system has brought about dramatic improvements in the academic achievement of at-risk students, offering strong evidence that public education can succeed for all children. This report describes how Prince George's County accomplished this turnaround through a process of high expectations, hard work, and a well-developed plan of districtwide accountability. The plan was comprised of five steps. Step 1, "Taking Ownership of the Problem," involves two phases: (1) identifying educators' low expectations of themselves and negative attitudes about student potential as root causes of the problem; and (2) drafting a mission statement pledging to make sure that all students will learn. Step 2, "Establishing a Set of Measurable Performance Standards," consisted of developing goals that focused on educational outcomes rather than inputs and selecting appropriate assessment tools. Step 3, "Empowering Staff with Knowledge," included staff development and training as key elements in an effective schools model of school improvement. Step 4, "Increasing Autonomy at the School Level," incorporated school based management and decision making. Step 5, "Increasing Resources to Support Innovation," emphasized an active partnership between school staff and parents in educational improvement. The report concludes with a discussion of the model's replication nationwide and a brief summary. (AF)

AN: ED308618
AU: Burns,-Wendell-A.; Wood,-Robert-W.
TI: **Teachers' Perceptions of the Effects of Implementation of Outcomes-Based Education.**
PY: 1989
NT: 101 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
AB: The purpose of this study was to determine teachers' perceptions of the effects of implementation of the philosophy, curriculum structure, instructional development system, assessment and monitoring procedures, instructional organization, and staff development process of Outcomes-Based Education (OBE) and to determine if teachers' perceptions of OBE issues differ in relation to their level of teaching assignment, years of teaching experience, and level of education attained. The study's sample consisted of 60 core curriculum classroom teachers. Their perceptions were gathered by using a six-point Likert-type Delta Technique survey. Comments followed 39 survey statements. Eighty percent of the surveys were returned. Group means were calculated for the responses to statements in the six OBE-related areas. An analysis of variance and Scheffe tests were conducted on each of the 39 survey statements to determine differences among the groups. The findings revealed that level of teaching assignment was the independent variable cited as showing differences among the groups of respondents for 11 of the statements; level of teaching experience and level of education attained were the area of significant difference for one statement; and years of teaching experience and level of education provided differences for one statement. Recommendations include procedures for staff development programs to address the practical concerns of teachers about their grade level's use of OBE. (Author/JAM)

AN: EJ444316
AU: Pollock,-Jane-E.
TI: **Blueprints for Social Studies.**
PY: 1992
JN: Educational-Leadership; v49 n8 p52-53 May 1992
AV: UMI
AB: A Colorado district's high school social studies teachers have collaborated to design curriculum guides that are useful to teachers, challenging for students, and aimed at integrating content outcomes with the district's five learner outcomes. The shift toward outcome-based education has produced guides emphasizing student performance, not content coverage. (MLH)

AN: EJ441167
AU: O'Neil,-John
TI: **On Education and the Economy: A Conversation with Marc Tucker.**
PY: 1992
JN: Educational-Leadership; v49 n6 p19-22 Mar 1992
AV: UMI
AB: The top businesses are discovering that, to get high organizational performance, they must assign frontline workers duties and responsibilities that typically have been given only to management and senior professional personnel. To help schools catch up with a changing world economy, students should achieve a certain mastery level by age 16 without being sorted into tracks.. (MLH)

AN: ED344052
AU: Brookhart,-Donna; McGuire,-Pat
TI: **From Task List to Curriculum: A Teacher's Guide to Outcome-Based Curriculum. Second Edition.**
CS: Colorado State Community Coll. and Occupational Education System, Denver.; Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
PY: 1991
NT: 144 p.
PR: EDRS Price - MF01/PC06 Plus Postage.
AB: This guide is designed to assist the classroom teacher through all the major phases of development of an outcome-based curriculum. It is intended to aid in modifying a conventional curriculum to an outcome-based (competency-based) curriculum (OBC), building a course or program around an outcome-based model, revising curriculum toward an outcome-based model, and using curriculum resources. The main body of the guide contains sections with step-by-step approaches and brief explanations. These steps are described: task list verification, what to do with a verified task list, task standards and conditions, enabling objectives, performance guides, evaluation, using a competency profile, teaching activities, and lesson planning. A checklist for action is provided. Attached to the 38-page guide is a resource guide to which reference notations are made in the teacher's guide. The resource guide is divided into four sections. The performance objectives section contains materials on components of objectives, rules for performance objectives, domains of objectives, and shopping lists of verbs. The evaluation tools section offers definitions, describes the three domains, and contains indepth discussions of cognitive, psychomotor, and affective evaluation. The third section is a guide for implementing articulation. The final section offers suggestions for special needs students. (YLB)

AN: ED342089
AU: Howard,-Eugene-R.; Keefe,-James-W.
TI: **The CASE-IMS School Improvement Process.**
CS: National Association of Secondary School Principals, Reston, Va.

PY: 1991
AV: National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537.
NT: 44 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AB: Responding to the need for a validated school improvement process, the National Association of Secondary School Principals sponsored the development of the Comprehensive Assessment of School Environments (CASE) Information Management System (IMS). The CASE-IMS computer software profiles 34 district and school variables, including climate, satisfaction, and 6 student outcomes. Data can be compared with validated national standards and cross-group analyses comprised of student, teacher, and parent perceptions of climate and satisfaction. Variables are keyed to an extensive bank of school improvement interventions that can assist local school planning and decision-making. This monograph describes the system's major components and provides specific recommendations for managing the change process. Chapter 1 briefly describes the development of the CASE-IMS model, highlighting its conceptualization, instrumentation, piloting, and computerization phases. Chapter 2 details the school improvement process and outlines program management steps, including forming the school improvement management team, raising awareness, collecting baseline data, performing the assessment, interpreting the data, setting priorities and planning, organizing and coordinating task forces, and evaluating the improvement process. Chapter 3 describes how four pilot schools in Washington, Massachusetts, and Virginia demonstrated the feasibility of using CASE instruments and processes for managing change. Two appendices furnish ordering information and list characteristics of successful school improvement task forces. (MLH)

AN: ED342058
TI: **KERA Updates: What for...**
CS: Prichard Committee for Academic Excellence, Lexington, KY.
PY: 1991
NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Intended for parents and community members, this pamphlet summarizes provisions of the Kentucky Education Reform Act of 1990 (KERA), outlines specific school improvement developments to watch for during 1991-92, and provides concrete suggestions for facilitating the process and obtaining further information. The updates are grouped according to KERA provisions governing student performance outcomes; early childhood programs; extended school services; a primary school program to replace grades K-3; professional development for teachers and other certified staff; school-based decision-making; family resource/youth service centers; attention to minority and at-risk students; a newly created Education Professional Standards Board; technology and education; governance reorganizations; secondary vocational education; and the Support Education Excellence in Kentucky (SEEK) funding formula. (MLH)

AN: EJ439315
TI: **David Hornbeck on the Changing Face of Special Education.**
PY: 1992
JN: School-Administrator; v49 n2 p14-18 Feb 1992
AB: According to Hornbeck, too little attention is paid to disabled youngsters in the nation's school restructuring discussions. To improve education for all children, "schools of distinction" must be created that shun standardized testing and rigid procedural requirements. Adequate staff development, increased funding, and teacher support are essential. (MLH)

AN: EJ438512

TI: **Outcome-Based School Accreditation.**
PY: 1991
JN: Outcomes; v10 n3 p34 Fall 1991
NT: Journal availability: Network for Outcome-Based Schools, Johnson City Central Schools, 666 Reynolds Rd., Johnson City, NY 13790.
AB: The Network for Outcome-Based Schools developed an accreditation process designed to assess the degree to which the outcome-based education (OBE) paradigm is in place in schools or school districts. Three attributes of the process and the importance of OBE and OBE accreditation are discussed. (SM)

AN: EJ437590
AU: Friedland,-Stan
TI: **Building Student Self-Esteem for School Improvement.**
PY: 1992
JN: NASSP-Bulletin; v76 n540 p96-102 Jan 1992
AV: UMI
AB: Researchers have demonstrated the correlation between high self-esteem and good learning outcomes. To reduce student isolation and competition, three dynamic classroom strategies (cooperative learning, outcome-based instruction, and confluent education) must become widespread. Two outstanding programs to improve school climate are Mitchell's Power of Positive Students (POPS) and Purkey's Invitational Education program. (MLH)

AN: ED341120
AU: Nyland,-Larry
TI: **One District's Journey to Success with Outcome-Based Education.**
PY: [1991]
NT: 16 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
AB: Before implementing its Outcome-Based Education process, Pasco (Washington) progressed through three readiness stages paralleling the steps for good time management. Following a teacher strike, stage I involved taking care of essentials, such as rebuilding the relationship with teachers, cleaning up the grounds, and rewriting the district policy manual. During stage II, Pasco initiated win-win bargaining, a new teacher evaluation process, and an effective schools program. During stage III, the District intensified its search for efficiency, and finally decided on the OBE process developed by John Champlain. Based on the premise that all students can learn, OBE provided impetus for developing a new vision, training teachers, discovering "best knowledge," focusing on results or outputs, removing barriers to success, and developing teaching teams. The project succeeded because of strong board commitment, a 2-year investment in refining vision and beliefs, productive union meetings, and reliable consultation. The process could have been improved by earlier parent involvement, concentration on measurable student outcomes, celebration of small accomplishments, and greater investment in principal training and feedback. Five figures charting OBE goals and elements are appended. (33 references) (MLH)